DOCUMENT RESUME

ED 259 080 CE 040 918

AUTHOR Ostenson, Alan; Kemp, Margaret R.
TITLE Career Education Manual for Home Teachers. Centralized Correspondence/Study.
INSTITUTION Alaska State Dept. of Education, Juneau.
PUB DATE [84]
NOTE 10p.; For related documents, see CE 041 914-915.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Basic Skills; Behavioral Objectives; *Career Awareness; *Career Education; Career Exploration; *Correspondence Study; *Course Content; Decision Making; Education Work Relationship; Elementary Education; Employment Potential; Guidelines; *Home Programs; Job Skills; Money Management; Program Development; Self Evaluation (Individuals); Student Attitudes; *Teaching Methods

ABSTRACT

The purpose of this booklet is to explain to the home teacher (or parent) what career education is, why career education is needed, and how to use career education in the course of teaching elementary students at home. The first two sections of the booklet define career education and explain its purpose. In the next section, some career education skills and processes that most adults have learned to some degree and use in daily living are listed. This list can be used as a source of objectives for students in a career education program. The final section of the booklet lists and explains eight elements of career education that are important for students. The eight elements are the following: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, beginning competency, and employability skills. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED259080

CAREER EDUCATION MANUAL FOR HOME TEACHERS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

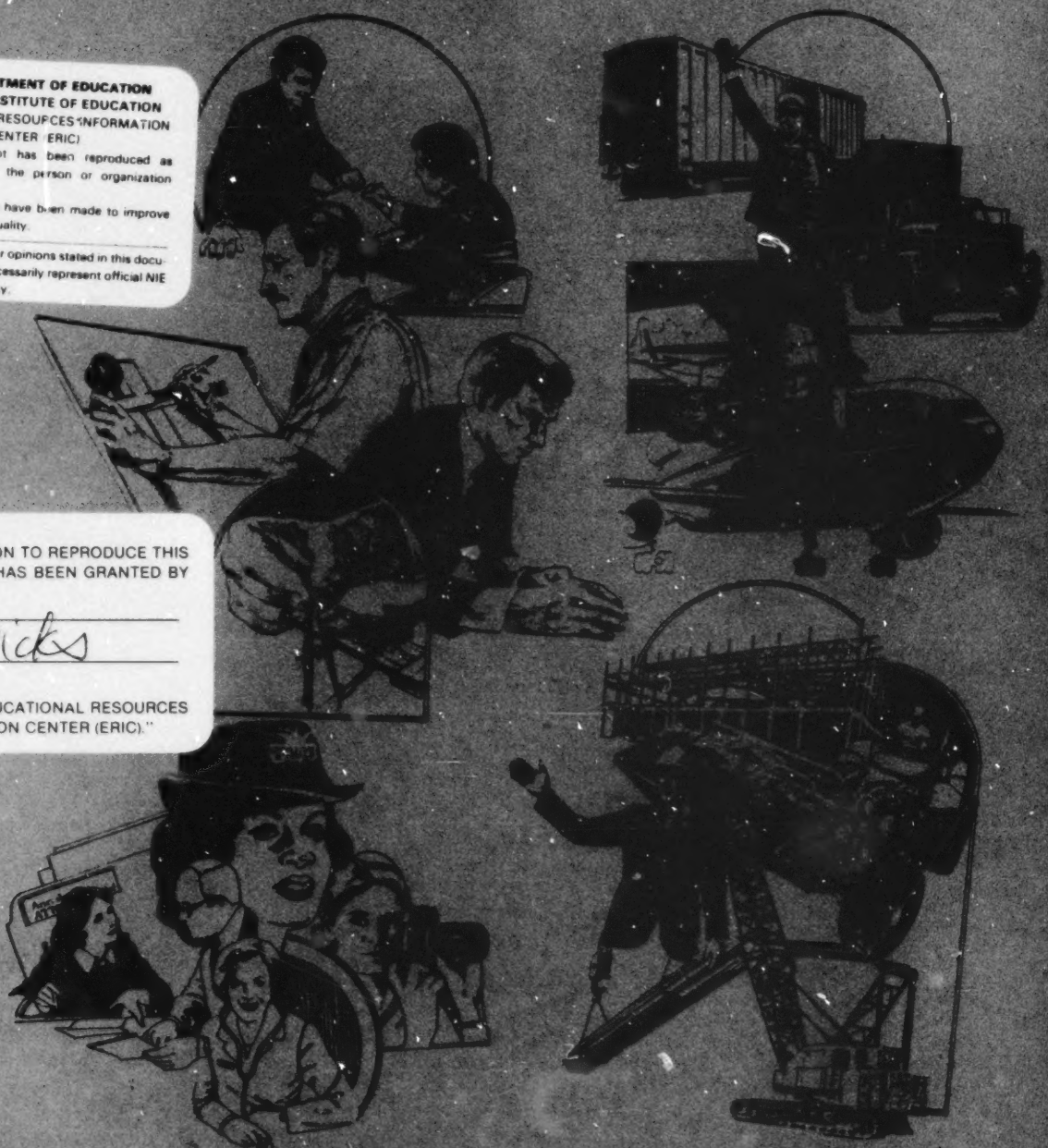
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DWicks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Centralized Correspondence/Study

CE040918

CAREER EDUCATION

for HOME TEACHERS

Career Education, don't they have that in high school?
Career Education for Johnny, he's only 6 years old!

These are some of the responses that are often heard when the subject of career education in the elementary schools comes up in discussions with parents.

The purpose of this booklet is to explain to you, the home teacher, what Career Education is, why Career Education is, and how you can use Career Education as you instruct your student as a parent and as a home teacher.

WHAT IS CAREER EDUCATION?

Career Education is a program or approach to an individual's education that is intended to teach students the many skills they will need to find satisfaction and success in life and work.

Career Education is not Vocational Education nor is it an added program that requires increased time and effort by the student or parent. The Career Education program is included in the Centralized Correspondence Study's normal curriculum activities.

This informational booklet was written by Alan Ostenson, Margaret R. Kemp, and the teaching staff of the Centralized Correspondence/Study, Alaskan State Department of Education. Credit is also due Phyllis Marchese for her guidance, tact, and positive support of career education and this project.

WHY CAREER EDUCATION?

Often we as adults do not stop and think about all the skills of everyday life we have learned and at what age we learned those skills. Many of our attitudes and skills in dealing with people and our surroundings are developed in the early elementary school years of our lives. Career Education is intended to assist the student in developing his or her own attitudes and skills as a reflection of our culture, families, communities, education and that student's individuality.

In the newspapers, magazines and television news we learn of persons who did not learn some basic skills of getting along with others. It appears that these persons developed attitudes or values that were harmful to themselves as well as the rest of the community. These extreme examples seem to illustrate a lack of personal development in these person's skills to deal with their lives and their communities. Most of us know persons (perhaps even ourselves) who have had minor problems in adjusting to the world of work because of some missed steps in the Career Education process.

Career Education Skills

Some Career Education skills and processes that all of us have learned to some degree and that we use in our daily lives are listed below. Many of these skills may seem complicated; however, children start learning them at very early ages. Many of them are also part of an on-going process of learning for adults.

The following is a list of possible objectives for students in a Career Education program. (This is not a complete list. For more information see the following section "MORE ABOUT CAREER EDUCATION")

- Become aware of the desirability of being a productive person.
- Become aware of the wide range of paid and non-paid productive activities in which persons are involved.
- Become aware of his/her own social, intellectual, physical, emotional and cultural characteristics.
- Begin to develop an acceptance of self and a positive self-concept.
- Begin to understand and develop his/her own value structures.
- Become aware of the various methods used in decision making and problem solving.
- Gain an understanding of the influence of emotions upon decision making and everyday living.

- Become more aware of his/her individual, community and area environment and how that effects both work and leisure activities.

- Become aware of the range of jobs available.

- Become aware of the knowledge, skills needed, training requirements, advantages, and the importance to society of different types of occupations.

- Become aware that people are often interdependent because of family needs, community needs, economic needs and other environmental conditions.

- Be able to relate skills learned in schooling to skills used in various occupations.

- Become aware of the need to share and cooperate with others to complete tasks.

- Be able to accept direction and take responsibility.
- Become aware of the value and uses of the economic system.
- Become aware of the use of tools in solving tasks and as an extension of an individual's abilities.
- Become aware of the value of both paid and unpaid work.

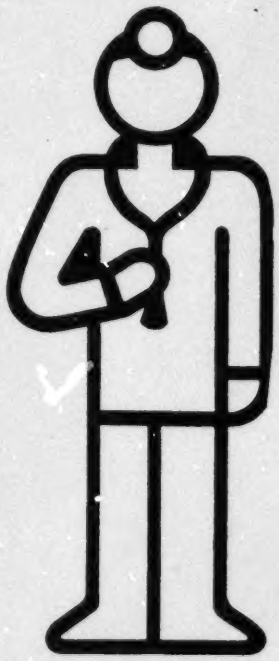
At this point the question usually comes up, "Wait a minute! What about the three R's?" If you look again at the preceding list you will see that none of those skills happens without skills in reading, writing and arithmetic. An important aspect of Career Education is that it involves the three R's with another R, Reality. For example, you could learn all the rules of mathematics and numbers and never learn to count change or measure something with a yardstick. All the rules and processes of mathematics are of little practical value unless the student can use them as a function of living or working. It follows that the three R's are of little use to the individual unless they are tied in with the needs and realities of living and working.

MORE ABOUT CAREER EDUCATION

Career Education as an organized concern originated when parents and teachers became aware that our students were not being prepared for the world of work. Not only couldn't Johnny read, he couldn't find, get or keep a job. His sister was also having the same problem. Studies by various universities and government groups identified the problem as a lack of being trained for the world of work. Thus Career Education programs were funded to help parents and teachers address the identified problems in today's educational processes.

National groups of parents and teachers worked together to identify what form Career Education should take to meet the needs of the students. Generally it was agreed that if the instruction in the classrooms used the real world as an instructional tool, many of our problems in education would be lessened. These same groups identified eight elements of concern that were important for the education of students at all educational levels.

The eight elements and an explanation of each are as follows:



Appreciations and Attitudes

The concern of this element is a person's understanding and appreciation of his/her own values as well as the values and culture of other individuals. Also a concern is the development of a positive attitude toward productive behavior and work. This means appreciating the work and value of a mechanic as well as that of a medical doctor.

Self-Awareness

This element is concerned with an individual developing a positive self concept. It is also concerned with the student being aware of his/her abilities, interests and personal values. With this knowledge it is hoped that the individual can make better career decisions as well as educational plans.

Decision Making

Here the concern is with training the individual to make orderly decisions regarding problems that he/she will face in real life. An understanding of how to identify problems and address them is a very important skill for the individual. If an individual learns to identify cause and effect relationships, the facts of the problem, and alternative solutions he/she will have a very useful life-time skill for dealing with the world of work.

Educational Awareness

The concern of this element is for the student to see the relationship between school and the world of work. A part of this concept would entail the student understanding the need for academic skills for a particular occupation in which he/she is interested.

Career Awareness

This concern centers around the ability of the student to be able to identify different careers and occupations. The intent of this concern is that the student will be able to make a better choice in his/her career goals by being aware of a larger number of occupational options. Career Awareness is not just awareness of the job title, but also awareness of the job's working conditions and the training needed.

Economic Awareness

The concern of this element is that the student understand the workings of the economic system. This means how our economic system relates to his/her community and to society in general. Production, distribution and consumption of goods and services are important processes for an individual to understand in order to plan a satisfactory career as well as life.

Beginning Competency

This element is concerned with the training of students in the use and application of knowledge and tools to perform tasks. The ability to use mathematical knowledge to handle money and change is a beginning competency. The ability to use a hammer, screwdriver, or any other tool also addresses this concern.

Employability Skills

This element is concerned with skills and knowledge that help the individual find work, get a job and keep a job. In this area students learn to cooperate with others, accept responsibility and develop habits that fit into the working environment. Just learning to be on time can be an important skill in keeping a job.